



Fall 2011 NECAP Test Administrator Presentation



Thank you!

Administering the New England Common Assessment Program (NECAP) correctly is essential for ensuring an equitable experience for students across our four states.

Thank you for your contribution. Your efforts enable us to provide valuable information for your school and allow for comparability of results from year to year and group to group.

Purpose



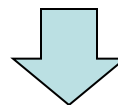
The purpose of this workshop is to review key information with test administrators to ensure that

- secure test materials remain secure at all times,
- standardized testing procedures are consistent across all schools,
- accommodations are provided appropriately for students who need them, and
- students and staff are prepared for a positive and productive assessment experience.

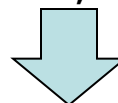
Got a question? Need help?



1. Refer to your copy of the *Test Administrator Manual*.

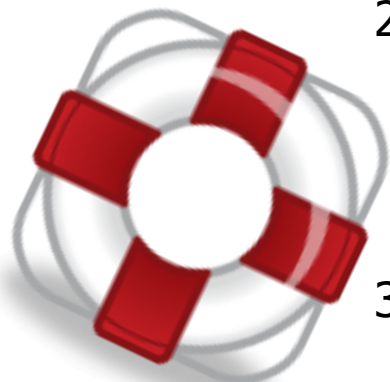


2. If you still have questions or need clarification after reading the *Test Administrator Manual*, or if you need additional test materials, contact your test coordinator.



3. If your test coordinator has questions about test materials or administration procedures, the test coordinator should contact the NECAP Service Center at 1-877-632-7774, Monday through Friday, between 8:00 A.M. and 4:00 P.M.

4. If your test coordinator has a question about a particular testing situation, test security, or a policy, the test coordinator should contact Dr. Kevon Tucker-Seeley at RIDE.



Contact Information

**Susan Smith****MEA/NECAP Coordinator**

Maine Department of Education
23 State House Station,
Augusta, ME 04333
207-624-6775
www.maine.gov/education/necap

Tim Kurtz**Director of Assessment**

New Hampshire Department of
Education
101 Pleasant Street,
Concord, NH 03301-3860
603-271-3846
www.education.nh.gov

Dr. Kevon Tucker-Seeley**NECAP Project Manager**

Rhode Island Department of Elementary
and Secondary Education
255 Westminster Street,
Providence, RI 02903
401-222-8494
www.ride.ri.gov/assessment/necap.aspx

Michael Hock**Director of Assessment**

Vermont Department of Education
120 State Street, Montpelier,
VT 05620-2501
802-828-3115
www.state.vt.us/educ/

What's New?



Online Writing – Grades 8 and 11

- In March 2011, a number of schools participated in a pilot test at grades 8 and 11 to administer writing online. Schools that completed the pilot test successfully are now eligible to administer the October 2011 NECAP writing assessment online.
- If your school is participating in the online writing test this fall and you have been assigned as a test administrator, your test coordinator needs to prepare you for tasks that must be completed prior to testing. If you are unsure if your school is participating online or if you have any questions about online testing, please check with your test coordinator for more information.

Refer to page *ii* of the *Test Administrator Manual* for additional information.



Who Does What?

Test Coordinator

Before Testing:

- Reads the *Test Coordinator Manual*
- Obtains the testing schedule from the District
- Receives and inventories test materials
- Gathers accommodation information
- Prepares test booklets
- Conducts administration training session
- Communicates test security plan

During Testing:

- Supports test administrator (by maintaining security of test materials between testing sessions and by being available to answer questions)
- Observes test administration
- Manages logistics and testing of students who move in or out of the school during test administration

After Testing:

- Collects and inventories all test materials from test administrators
- Checks all used answer booklets for documentation issues
- Completes online documentation
- Packs test materials for return to Measured Progress

Test Administrator

Before Testing:

- Reads the *Test Administrator Manual*
- Meets with the test coordinator
- Obtains and prepares materials needed for testing
- Meets with educational team to determine student accommodations as needed
- Prepares test site
- Prepares students for testing

During Testing:

- Notifies test coordinator of any testing irregularities, maintains security of test materials and monitors students' handling of test materials, provides comfortable and adequate work spaces, ensures appropriate accommodations are provided, reads scripts, administers make-up testing

After Testing:

- Verifies that all answer booklets are appropriately marked, answers have been transcribed if necessary, student accommodations are appropriately and accurately documented, and that materials are in good condition before returning them to the test coordinator

Refer to page *iii* of the *Test Administrator Manual* for a more comprehensive checklist of test administrator responsibilities.



Test Sessions

Grades 3 through 8

- Reading and Mathematics – 3 sessions each
- Writing (Grades 5 & 8 only) – 2 sessions
- Student Questionnaire

Grade 11

- Writing, Reading, and Mathematics – 2 sessions each
- Student Questionnaire

Refer to page **5** in your *Test Administrator Manual* for a detailed testing session and timing chart for each grade.



Extended Time Considerations

Test Sessions

Grades 3-8:	45 minutes (minimum)	45 minutes (additional time)
Grade 11:	60 minutes (minimum)	30 minutes (additional time)

Your test coordinator will schedule **90** minutes for each session regardless of grade level or content area

- All students are allowed the additional time noted for their grade level
- If **all** students finish before the 90-minute window has ended, testing may be concluded for that session, but only after the minimum session length has been provided for that grade level.
- Students who will need more than 90 minutes must have an extended time accommodation (T1) assigned, which should be determined prior to testing.



What if....

...a single student needs extra time and the T1 extra time accommodation was *not* planned for ahead of time?



To the extent possible, you should identify those students who **may** need additional time and then approve and plan for the T1 accommodation before testing begins. Remember, just because the accommodation is approved in advance does not mean that the student **must** use the extra time.

If, however, you find yourself in a situation where a student needs extra time but was not identified prior to testing, collect the student's test materials and escort him/her to the designated alternate testing location to finish the session. Afterwards, code the student answer booklet to indicate the accommodations used (e.g., T1, S1) . For further guidance, ask your test coordinator to contact RIDE.



Test Accommodations

Test coordinators will oversee the determination of approved test accommodations by an educational team based on the following considerations:

- Accommodations are available to all students on the basis of individual need regardless of disability status or whether they have an IEP/504 Plan.
- Accommodations should be consistent with those used during the student's regular classroom instruction, including test taking.
- Accommodations should be determined **prior** to testing.

Test administrators assigned to administer accommodations must:

- review the *NECAP Accommodations Guide*
- be able to appropriately administer the accommodations required for the students assigned to them, and
- appropriately and accurately document all accommodations that were used by a student.

Refer to the *NECAP Accommodations Guide* (available online at www.ride.ri.gov/Assessment/necap.aspx) for detailed information about accommodations.



Test Accommodations (cont.)

REMINDER: Testing accommodations must be approved by an educational team for individual students; they are not designed for use with entire classrooms. They should not give students unfair advantages. Rather they are meant to remove barriers that may exist due to an individual student's learning style or disability.

NECAP Table of Standard Test Accommodations

Accommodation Codes:

- T** for *Timing* (T1 through T4)
- S** for *Setting* (S1 and S2)
- P** for *Presentation* formats (P1 through P11)
- R** for *Response* formats (R1 through R7)
- O** for *Other* (O1 and O2)
- M** for *Modifications* (M1, M2, and M3)

“O” and “M” Considerations:

All “O” accommodations that are not authorized with **written** approval by RIDE will result in no credit given for impacted test sessions. Test coordinators are responsible for contacting RIDE for approval of “O” accommodations **prior** to testing.

All “M” modifications will invalidate the session(s) in which the modification was used and no credit will be given for those test sessions.

Please contact your school’s test coordinator if you have any questions about the use of any accommodation or modification.

Test Accommodations-Computer Generated Responses

- Accommodation **R4** allows students to answer test items on separate paper, a computer, or similar device. Like all accommodations, it is intended to be used on an individual basis – **not** for entire groups of students.
- Schools are not required to transcribe **computer-generated** hard-copy student responses for students using accommodation R4. (Note 1: R4 can not be used for multiple-choice test items. Note 2: Responses on special-sized paper such paper with large lines **must still** be transcribed in order to be scored.)
- Student responses generated on a computer must be printed out and included with the student's answer booklet. Printed pages must follow the specifications outlined in Appendix E of the *Test Administrator Manual* in order to be scored.

Refer to Appendix E of the *Test Administrators Manual* for detailed specifications for the computer printouts.

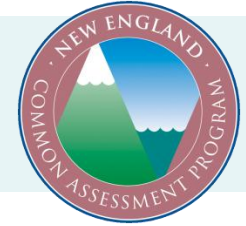
Test Administrator Responsibilities

BEFORE TESTING

- Carefully read the *Test Administrator Manual* in its entirety
- Meet with your test coordinator to review the testing schedule, to discuss arrangements for providing accommodations, and to review the testing procedures
- Review the test materials you receive to be certain you have everything you need



Additional information is on pages 3-6 of the *Test Administrator Manual*.



Preparing for Testing

Your test coordinator will provide you with a prepared set of test materials for the students you are assigned to test. When you receive these materials:

- Inventory and count all test materials. If you find you do not have enough materials or you notice any discrepancies, see your test coordinator.
- Do not separate the answer booklets from the test booklets since they are paired by test form number.
- Ensure that each booklet has been clearly assigned to a specific student.
- Confirm that you have sufficient numbers of all materials needed for testing (#2 pencils, scratch paper, ancillary materials, etc.)
- If you are administering the test to a small group of students, confirm that you have been given the same form of the test for all of the students. (The form number is indicated on the test booklet cover and within the brackets on the answer booklet.)

Refer to pages 6-8 of the *Test Administrator Manual* for additional information about preparing for testing.

Calculators



- The items on the mathematics test are designed to be solved without the use of calculators. The decision about whether or not to use calculators is made at the local school level.
- If it has been decided to allow their use, calculators are permitted **only** during Sessions 2 and 3 of the grade 3 through 8 mathematics test and Session 2 of the grade 11 mathematics test.
- Calculators are **not** permitted on Session 1 of the mathematics test.
- If your school does not have enough calculators for all students, students may use their own approved calculator. Students are not allowed to share calculators during testing.
- A four-function calculator is sufficient; however, students may use a scientific or graphing calculator if it does not contain prohibited features such as a “QWERTY” keypad.

Refer to page 7 of the *Test Administrator Manual* for additional information about prohibited features on calculators.



Ancillary Materials

- During **Session 2** and **Session 3** *only* of the mathematics test at grades 3 through 8, schools may decide to provide students with the *NECAP Multiplication Table* and/or *NECAP Hundreds Chart*.
- Combined use of the *NECAP Multiplication Table* and/or *NECAP Hundreds Chart* **together** with a calculator is not recommended since using all three is often unmanageable for students.
- Schools must use only the official NECAP versions provided on the RIDE website: www.ride.ri.gov/Instruction/math.aspx



Prohibited Materials

REMINDER: During testing, students may use **only** the materials permitted for the assessment. Allowable materials are listed in the *Test Administrator Manual* in the instructions for administering each test session.

Refer to pages 6-7 of the *Test Administrator Manual* for additional information about specific prohibited materials.



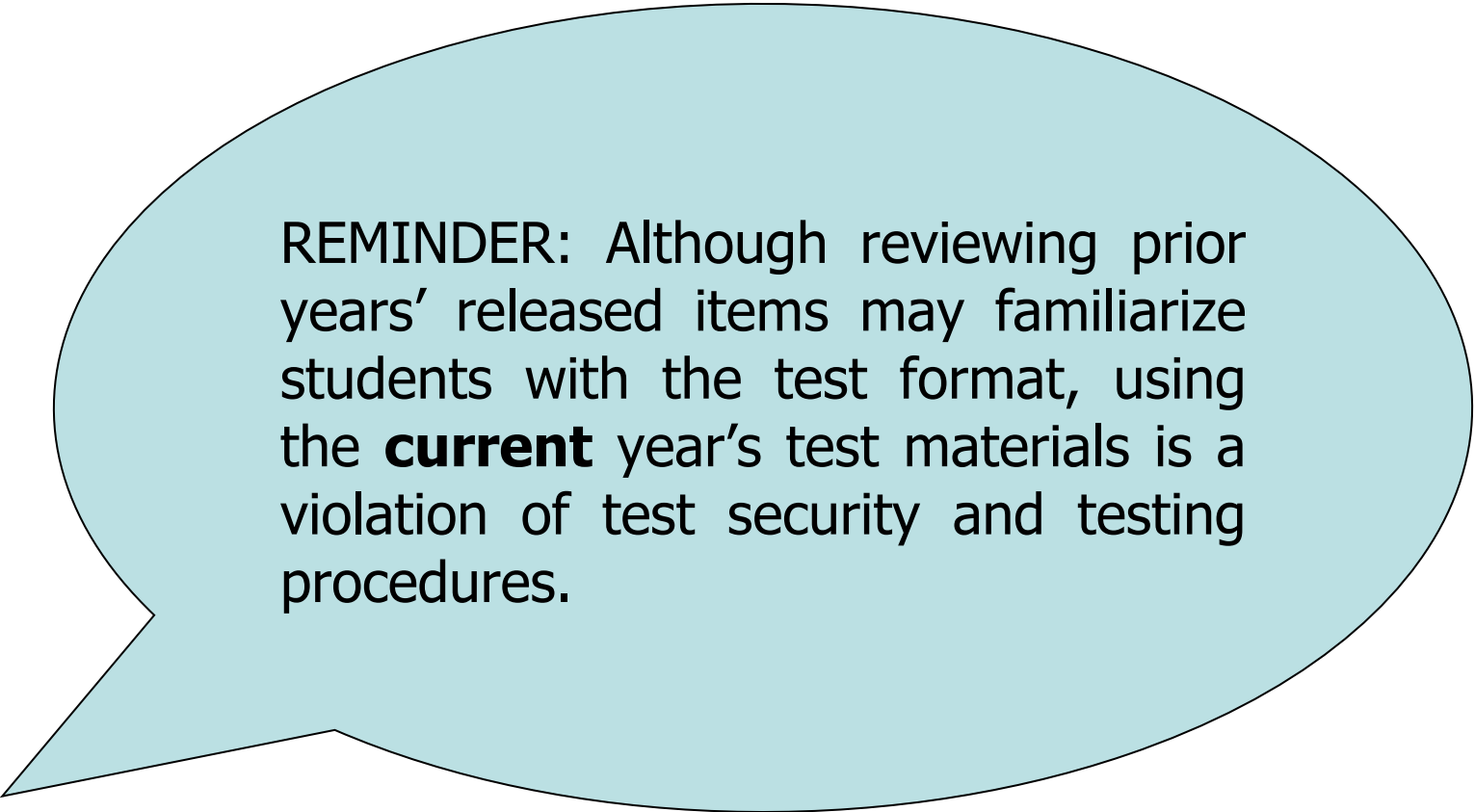
Preparing Students for Testing

- Your students should be supported and encouraged to do their best during the testing period.
- It may be helpful to use the NECAP Practice Tests and the *NECAP Tips for Teachers to Share with Students* (available at www.ride.ri.gov/Assessment/necap.aspx) to familiarize students with the test format.
- Explain that all student answers must fit within the answer space or they will not be scored. Use the *NECAP Practice Test Student Answer Booklet* to familiarize your students with the size of answer spaces.
- If you typically instruct the group of students you will be administering the test to, it may be helpful to explain to the students the different role you have as a test administrator. You could say:

“We are about to take an important test. During the test, my job is to make sure the test is the same for everyone; therefore, I won’t be able to answer your questions the same way I do during our regular class time.”

Refer to pages 7-8 of the *Test Administrator Manual* for additional information about preparing students for testing.

Preparing Students for Testing



REMINDER: Although reviewing prior years' released items may familiarize students with the test format, using the **current** year's test materials is a violation of test security and testing procedures.

Test-Taking Strategies for Students

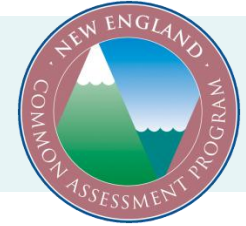


During testing, a student may

- circle, underline, or mark text in the Student Test Booklet
- use post-it notes to flag test session stop signs, etc.
- use a plain (non-ruler) straight edge (e.g., scratch paper) to assist with visual tracking while they read.

Reminders:

- Highlighters are **not** permitted for grades 3 & 4 because an integrated test/answer booklet is utilized. Highlighters **are** permitted at grades 5-8 & 11 in the **test booklet only**.
- Any post-it notes or similar inserted material must be removed before the answer booklet is returned for scoring.



Preparing the Test Site

- It is important to ensure that no students are either advantaged or disadvantaged by their testing environment.
- Students should have sufficient space and should not be able to see others' answer booklets.
- Reference materials, including those on the classroom walls, must not be used by students.
- All reference materials printed or attached to student desks must be removed or covered.



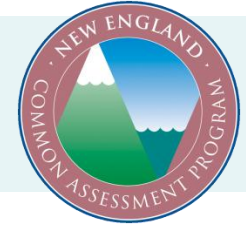
What if....

...my classroom is filled with reference materials that would be extremely difficult to remove during testing?



In order to provide a consistent test administration, these materials **must** be removed or covered. This includes materials posted on walls, taped to desks, prompts for individual students, etc. Leaving these materials accessible to students is a violation of testing procedures.

Consider creative ways to make these materials unavailable. Have students temporarily tape newspaper over large posted materials. Turn desks around. Post motivational signs over the reference materials. Remember to prepare your classroom ahead of testing.



Shortly before testing, you should

- identify a secure, locked location for storing test materials between test sessions
- encourage students to bring something appropriate to read if they finish a test session early
- familiarize yourself with the session scripts that you will read to students during testing so that you are not reading them for the first time on testing days
- acquire a test booklet and answer booklet to use when reading the directions to students
- post a "Testing - Please do not disturb" sign on the classroom door

Test Administrator Responsibilities

DURING TESTING

- Ensure that students use only the test materials assigned to them
- Follow the instructions in the *Test Administrator Manual* to ensure a standardized testing environment
- Provide comfortable and adequate workspaces
- Provide approved/standard NECAP accommodations as determined by the student's educational team prior to testing.

NOTE: Tell your principal/test coordinator to contact RIDE if a student requires an accommodation not listed in the *NECAP Table of Standard Accommodations* (p. 34 of NECAP Principal/Test Coordinator Manual).



Test Administrator Responsibilities

DURING TESTING (continued)

- Maintain the security of test materials between sessions
- Notify your test coordinator when a student misses a session
- Notify your test coordinator of any testing irregularities

Remember: Do not allow students to handle test materials except when the student is actively testing. (For example, a student should not be handed a test booklet and told to “take this to your small-group testing location.” A trained test administrator/teacher must take the student’s test materials and escort him/her to the alternate location.)

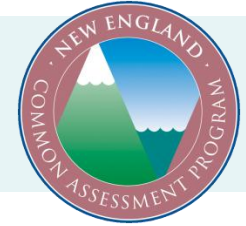


Giving Directions to Students

At the beginning of each test session, you will read scripted general test directions to all students. The scripts must be read exactly as they are written.

During the introduction to a session:

- you **may** repeat scripted directions for students as needed,
- you **may** check for understanding of scripted test directions before proceeding, and
- you **may** answer questions the students have about the directions.



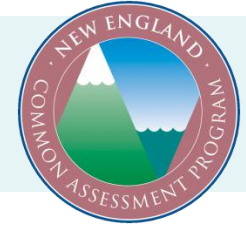
Why....

...are students instructed to write their names on their answer booklets if it already has a student label on it or has bubbled information? Why are so many of the test session directions repetitive?



Occasionally, a school returns an answer booklet that has a student label on it with conflicting bubbled information. When this occurs, the written name provided by the student is very useful to the states to help determine which student the answer booklet belongs to.

The directions are intentionally formulaic. Reading the scripts is an important component of ensuring a standard test administration across our four NECAP states. All students should be provided with the same instructions at the start of every test session, including make-up sessions.



Monitoring Students During Testing

During testing, you should use “active proctoring” techniques, which include:

- ✓ walking around the room to ensure students are working independently.
- ✓ checking to be sure students are working in the correct session, marking answers in the appropriate answer spaces, and are stopping when they reach the stop sign at the end of the session.



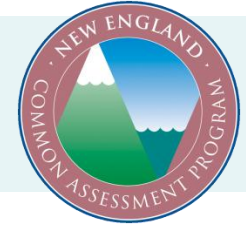
Monitoring Students During Testing (cont.)

During testing:

- you **may** answer questions about the **very few** test navigation directions found inside the test booklet ('Mark your answer to number 15 on page 4', 'Go on to the next page', or 'Stop'.)
- you **may**, upon student request, pronounce single words in the mathematics and writing sessions only.
- you **may not** read entire sentences to students.
- you **may not** read anything to students during the **reading** test — *including* single words.
- you **may not** pronounce mathematical symbols or numbers written as numerals during the **mathematics** test.

IMPORTANT REMINDERS FOR TEST ADMINISTRATORS

- Test Administrators may not help students in any way, except during the general instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
- Once a student has completed a session and has handed in his or her student answer booklet, test administrators may **not** look through the booklets to view student responses.
- When **students** attempt to turn in their answer booklets prior to the end of a test session, test administrators should instruct students to recheck their answer booklet for unintentionally skipped items, stuck pages, or misplaced answers before accepting the answer booklets.



What if....

...a student arrives for testing with an injury to his arm? Does the student still need to be tested?



Yes. The student may utilize a *Response* (R) accommodation such as R1 or R4 following a quick consultation with the principal/test coordinator and IEP team (when appropriate).

NOTE: If a scribe is needed for the **Writing** test, your school's principal/test coordinator **must** request prior approval for the **02 Other accommodation** from Dr. Kevon Tucker-Seeley at RIDE as there are very specific procedures that need to be followed for approval of this accommodation.



What if....

**...midway through a test session an unexpected interruption occurs (a student becomes ill/a fire alarm goes off/student becomes distraught)?
When testing is resumed should the student(s) pick up where the interruption occurred?**



Inform your test coordinator of the situation as soon as possible. The test coordinator should contact RIDE for guidance. There are many factors to consider in order to determine the correct response depending on the situation. Have students been exposed to items they haven't answered yet? Have they had an opportunity to discuss the test session with other students? How soon will it be possible to resume testing?



What if....

...as you are monitoring the students, you discover a student has worked beyond the expected stopping point for a session?

Hopefully, this will not happen since you will be actively monitoring students during each test session, but if it does please follow these steps:

- Step 1: Instruct the student to stop immediately.
- Step 2: Record which question the student answered last.
- Step 3: After the session is over, speak with the student about stop signs.
- Step 4: Remind the student not to discuss any items with other students.
- Step 5: When testing resumes, the student may work forward from their earlier stopping point, but may not change the answers to any questions previously answered.

Reminder: Your test coordinator should contact RIDE if a student inappropriately shares information about questions in upcoming sessions with other students.

Tip: Prior to testing, use a post-it to mark the last page of the session.

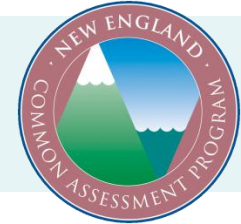


What if....

**...you notice while monitoring a test session that a student's answer extends outside of the answer space?
Can the student erase the answer and rewrite it so it will fit?**



No. Do not have the student erase any answers.	Please remind the student that his or her answer must fit in the answer box.	Contact your test coordinator. The test coordinator should then contact RIDE for instructions.
---	--	--



What if....

...a student hands in his answer booklet before the session has ended and I notice he has not answered several items? Can I hand it back and instruct him to finish?



No. You may not look through the answer booklets to view student responses. You may not instruct an individual student to make changes (of any type) to his or her answer booklet.

When a student attempts to hand his or her answer booklet to you before the end of the test session, you should instruct him or her to recheck it for skipped items, stuck pages, or misplaced answers before accepting it.

Test Administrator Responsibilities

AFTER TESTING

- Ensure that a test and answer booklet has been collected from every student, in addition to the copy you used during test administration.
- Follow the detailed instructions in the *Test Administrator Manual* when preparing your set of test materials for delivery to the test coordinator.
- Provide student information on the answer booklets as instructed by your test coordinator. This includes student identification information, accommodations, and not-tested reasons.
- Confirm that any answers requiring transcription have been properly transcribed and no additional pages have been taped, stapled, pasted, or otherwise attached to the answer booklets.



Additional information is included in the “After Testing” section of the *Test Administrator Manual*.

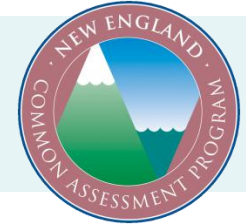
Preparing Braille and Large-Print Materials for Return

- Braille and large-print versions of the test come with a standard size test booklet and answer booklet.
- Some students who use Braille/large-print versions of the test also use additional technology tools to produce their written responses.
 - If the student produces responses using a computer, follow the instructions for computer generated responses provided in the *Test Administrator Manual*.
 - If the student produces responses using some device other than a computer, the responses **must** be transcribed in the accompanying student answer booklet in order to be scored.
- Both the Braille/large-print version and standard-sized version of the test must be returned to the test coordinator together.

Preparing Computer Generated Responses for Return

- Computer generated responses from students who use accommodation R4 do not need to be transcribed into their answer booklet.
- Detailed specifications for the computer printouts must be followed. These include:
 - Limiting one response to a single page.
 - The student's name, state-assigned student identification number (SASID), booklet number, content area, and item number must be on each page.
 - Inserting the computer generated response printouts in the answer booklet.

Refer to Appendix E of the *Test Administrators Manual* for detailed specifications for the return of computer generated responses.



Special Handling

Your test coordinator may need to place certain materials in an envelope marked "Special Handling".

- Materials that require special handling are defined as any answer booklets that are non-standard. A detailed note explaining why the booklet needs special handling **must accompany every booklet.**
- Examples of non-standard booklets include, but are not limited to:
 - torn booklets,
 - booklets that are damaged or got wet during testing, or
 - multiple test forms or answer booklets used by one student.
- Booklets that do not require special handling include:
 - Voided booklets
 - Unused booklets
 - Booklets for students who withdrew from or enrolled in the school after October 1, 2011
 - Booklets where standard test accommodations were used

If you have any of these materials, organize them together with a note and return them to your test coordinator.

Preparing Test Materials for Delivery to the Test Coordinator



- This is a final opportunity for you to confirm that all necessary documentation has been completed and all secure materials are being returned in good condition.
- Deliver all secure testing materials to your test coordinator, along with a reminder of any students who missed sessions and have not yet taken makeup sessions.
- After testing is finished, please complete the online *Test Administrator Questionnaire*.

Refer to the *Test Administrator Manual* for complete instructions on returning test materials to the test coordinator.

Test Security



All test items and responses to those items in the New England Common Assessment Program (NECAP) are secure and may not be copied or duplicated in any way, or retained in the school after testing is completed.

Any concern about breaches in test security must be reported immediately to the test coordinator and/or principal. The test coordinator/principal is then responsible for reporting breaches to the district superintendent and to Dr. Kevon Tucker-Seeley at RIDE.

